Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If notice permits, pupils will be provided with a workbook in which to complete their daily remote learning. They will also be provided with a copy of their weekly spellings booklet and any other paper copies of regular learning.

Teachers will then endeavour to upload copies of their teaching Powerpoints or activity sheets onto Tapestry (EYFS) or Seesaw (Y1-Y6) for remote learning as soon as they are practicably able to.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical lessons, originally planned for the classroom or those involving specialist equipment not readily available at home, may have to be adapted.
- Teachers will follow their termly overviews of the planned learning in each subject area, ensuring that remote learning follows the same sequence and lesson design as is planned for the children attending school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Early Years	A minimum of 1- 2 hours per day.
Key Stage 1	A minimum of 3 hours per day
Lower Key Stage 2	A minimum of 4 hours per day
Upper Key Stage 2	A minimum of 4-5 hours per day

Accessing remote education

How will my child access any online remote education you are providing?

For our Early Years children i.e. those in our Reception classes, they will access their remote learning via Tapestry, the children's secure online learning journal.

For children in Years 1 – 6, we will use continue to use Seesaw, our usual online learning journal.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home.

We take the following approaches to support those pupils to access remote education:

- we will loan laptops or tablets to pupils whose parents/carers request this additional support with technology or to support families with multiple children;
- when requested, we will provide printed copies of all lesson materials needed;
- if pupils do not have online access, completed work can be returned to school via the main office by prior arrangement;
- for families whose children receive free school meals, printed work can be dropped off and collected by school staff as they deliver your weekly food parcels by prior arrangement with your child's class teacher.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of our remote teaching approaches are listed here:

- recorded teaching (video/audio recordings made by teachers), particularly for English and Maths and early phonics lessons.
- printed learning packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

At The Meadows, we are keen to ensure that children's education continues as smoothly as possible whilst learning remotely. We therefore expect:

- parents to help establish good routines for home learning, helping children to structure their home-school day
- pupils to engage daily with their remote education
- parents to support their child with their learning, taking an interest in what they are doing and encouraging them to complete tasks to the best of their ability as independently as possible.
- pupils, with help from parents, to regularly upload completed work to school staff for assessment and marking (preferably on a daily basis, but weekly at the very least)

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Each day, school staff keep a record of who has completed the learning tasks set for the day.
- If concerned about engagement with home learning, school staff will attempt to make direct telephone contact with the parents of any child who they are concerned about to see if further help or support is required.
- If unable to speak to parents/carers by telephone, messages will be left requesting a call back or an email message may be sent asking parents/carers to get in touch.
- At the end of every school week, each class teacher shares any concerns they have regarding pupils in their class via a weekly report to the Headteacher.
- In exceptional circumstances, where all avenues of help and support have been offered and every effort has been made to communicate directly with parents and carers, concerns around lack of engagement may be flagged up to the school's Educational Welfare Officer, who may take further action on behalf of the Local Authority.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Pupils receive written feedback on their work daily, via messages and comments written by school staff on either Tapestry or Seesaw.
- Whole class feedback is sometimes provided by teachers, via announcements or class messages.
- Live meetings in virtual classrooms and online class assemblies are also sometimes used to assess children's understanding or to provide feedback.
- On occasions, class teachers may set up online, live quizzes to assess learning.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We aim to encourage those pupils in receipt of Special Needs additional funding to attend school, so that they can receive their funded intervention and receive the additional in-class support that they are entitled to.
- Where this is not possible, we will endeavor to ensure that learning is suitably adapted to enable children to complete this at home.
- In some instances, we may organise for members of school support staff to regularly meet with (via virtual means) those pupils on the school's SEND register, who it is possible to carry out specific interventions with online. If deemed appropriate and possible, this would be on a regularly timetabled basis of a frequency determined by the child's personalised learning plan and the availability of staff members to deliver.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

On occasions when your child is self-isolating, but the majority of children are still attending school, the main differences in their remote education to that described above, will be the availability of pre-recorded teacher video/audio support.

Teacher's lesson presentations and learning activities/worksheets, will be shared as normal via our online learning journals (Tapestry & Seesaw) for the children to access and then upload their competed work online.